**Planning and Finance Committee Meeting**

**February 21, 2018**

Present: Bates, Chan, Crowley, Hendrix, Lacy, Martinez, Nikolaou, Standridge, Noel-Elkins, Glascock, Rubio, Pryhuber,

Not Present: Mainieri, Meyer (sabbatical), Kalter, Lewis, Schaab, Hoit, Lewis

Guest: Sam Catanzaro

Senator Marx will gather the ideas presented in the past meeting and create a survey for the members of the committee to vote on. If all goes according to plan, we will finish the Institutional Priorities Report ahead of schedule.

Sam Catanzaro presented information on faculty development above and beyond what is presented through CTLT. There is a broad plan to recruit and retain talent throughout their career.

Sam presented a variety of ways/broad overview of how faculty development gets supported:

* Very decentralized, but some centralized efforts including
	+ SoTL Cross Chair – reports to John Baur, provides SoTL grants
	+ Provost Support: the Educational Diversity Enhancement Program is a commitment of bringing in/supporting folks who will bring in a new perspective/diversity to a department
	+ Sabbaticals
	+ Variations on other leaves that support faculty development. An example is Fulbright Fellowships are awarded, some sort of stipend is awarded through the Foundation, which is usually less than a full-time salary, ISU practice is to provide the remaining salary so faculty can accept fellowship without sacrificing salary.
	+ Focus a lot on start up or early career faculty development. Funded through some combination of College and/or department/school budgets. Amounts vary across disciplines. Occasional opportunities for funds to be earmarked toward some of the start up packages. Alan Lacy added that the start-up packages are typically funded locally, but occasionally Provost’s Office will contribute funds. Occasionally, colleges/schools/departments carry over money from one fiscal year to another to be able to fund start up packages. Part of the normal negotiation of hiring a faculty member.
	+ Creative methods of funding: Indirect costs are often redirected into the departments to reinvest into the department to broadly benefit the department, school, and faculty. Intellectual property funds can be reinvested into the University

Nikolaou asked why there is a limitation on the length of time within which start up fund have to be used. Catanzaro responded that some of it has to do with the source of the funds. Additionally, they want to see faculty get off to a strong start early in their career. Sometimes the deadline for using funds can be extended.

Marx asked why the level of start-up funds in the sciences seems to be smaller than it has been in the past – is it because there are fewer grant funds being generated. Catanzaro responded that it is a big part of it.

Martinez commented that all of the research he has seen is that the faculty who are able to focus on either teaching or research are happier. Our faculty have to focus on both. Catanzaro responded that the research he has seen along those lines has been done at major research universities where the focus is on research. Catanzaro has seen that we are increasingly better at recruiting those who want to both teach and do research and are a good fit for ISU in that respect. Challenge of having a balanced teacher-scholar model is part of the ISU culture and is reinforced in the ASPT documents. Martinez is challenging the everybody has to both assumption –does it have to come from each person. Catanzaro responded that it may be a conversation we have to have at ISU sometime in the future. The balanced teacher-scholar model has implications for how we mentor faculty and how we support their development. Lacy observed that while the teaching-scholar model is embraced by the University, the locus of control rests with the departments and each department develops their own criteria. Crowley interested in seeing what can be centralized. Conversations ensued about the possibility of mandatory training for faculty. Nikolaou observed that younger faculty typically go to the training and senior faculty do not, but that senior faculty are rewarded with summer teaching options more often when in reality, the faculty trained on new techniques might be better suited to teach those classes.

Crowley asked what the administration’s appetite is for faculty support for faculty development that goes beyond CTLT and develop a specific strategic plan to enhance faculty development in teaching and scholarship. Catanzaro responded that we are walking a fine line in the shared governance model between setting a direction and being directive. He also observed that one of the pillars of the Redbirds Rising campaign specifically addresses fundraising for endowed chairs and faculty development. In terms of the Universities strategic plan, the implementation and tactics are going to be diffused throughout the university. Crowley clarified that he didn’t want anything he said to be construed that we have a problem in the area of faculty development. We don’t, but we can do better.